

2026

**THE LEGISLATIVE ASSEMBLY FOR THE
AUSTRALIAN CAPITAL TERRITORY**

ELEVENTH ASSEMBLY

Education Directorate Half Yearly Performance Report (31 December 2025)
pursuant to the *Financial Management Act 1996* Div 3.2 s30E

**Presented by
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Output Class 1: Public School Education

Description

Output 1.1: Public Primary School Education

Public primary school education spans the years from preschool to year 6. Learning opportunities in the primary years are designed to allow each student to experience success and achieve high quality learning outcomes.

Each school maximises opportunities for students to develop knowledge, understanding, skills and values through implementing curriculum, assessment and reporting using the Australian Curriculum and the Early Years Learning Framework. Schools partner with parents, carers, and the community to enhance student outcomes.

The Directorate is responsible for the regulation of early childhood education and care services. Assessment and monitoring of early childhood education and care services contributes to ensuring quality education and care is provided to children accessing these services. Early childhood education and care services include ACT public preschools, independent preschools, family day care, long day care and school age care programs.

Output 1.2: Public High School Education

Public high school education covers years 7 to 10. Each school organises its curriculum to maximise opportunities for students to develop the knowledge, understanding, skills and values articulated in the Australian Curriculum.

ACT public high schools offer a comprehensive education across all key learning areas. The focus is on providing challenging and engaging learning, building relationships based on mutual trust and respect, and connecting students to the outside world. School programs develop students' critical thinking, problem solving, interpersonal and teamwork skills to empower students to contribute positively to their community. Schools partner with parents, carers, and the community to enhance student outcomes.

Output 1.3: Public Secondary College Education

Public secondary college education covers years 11 and 12. ACT public secondary colleges offer courses catering for a broad range of student needs and interest. Courses are accredited by the ACT Board of Senior Secondary Studies (BSSS). Students can obtain an ACT Senior Secondary Certificate on successful completion of year 11 and 12 studies. Students can also opt to obtain an Australian Tertiary Admissions Rank (ATAR) and may also achieve a recognised vocational certificate.

Output 1.4: Disability Education in Public Schools

A range of programs are available in ACT public schools for students with a disability. These include access to specialist schools, specific classes or units in mainstream schools, and participation in mainstream classes with the support to access the educational programs offered by the school. Students accessing a disability program have an Individual Learning Plan (ILP). The ILP is developed in partnership between the school, family, student (where appropriate) and other professionals.

Parents and schools work together in developing and reviewing each student's ILP, which identifies educational goals. Student progress against the ILP is reviewed annually or more frequently as required.

The Directorate provides personal care support in ACT public schools, as an in-kind contribution to the National Disability Insurance Scheme.

	2025-26 Target	Pro-rata half yearly Target	2025-26 Half-Year Result	Percentage variance from the target ^a	Explanation of material variance (±5% or higher)
Cost (\$'000) ^a					
1.1 Public Primary School Education	656,171	328,086	338,323	3.1%	
1.2 Public High School Education	310,131	155,066	162,380	4.7%	
1.3 Public Secondary College Education	186,034	93,017	93,450	0.4%	
1.4 Disability Education in Public Schools	130,317	65,159	64,982	(0.2%)	
Total Output Class 1	1,282,653	641,327	658,135	2.7%	
Controlled Recurrent Payments (\$'000) ^a					
1.1 Public Primary School Education	534,304	267,152	286,040	7.0%	Note 1
1.2 Public High School Education	269,595	134,798	144,328	7.0%	Note 1
1.3 Public Secondary College Education	164,149	82,075	87,877	7.0%	Note 1
1.4 Disability Education in Public Schools	119,942	59,971	64,211	7.0%	Note 1
Total Output Class 1	1,087,990	543,995	582,456	7.0%	Note 1

Notes to indicator description

a. The variance has been calculated based on a pro-rata half-yearly target.

Notes to variances

1. Primarily due to timing of cash drawdowns in December 2025 for payroll payments in late December 2025 and January 2026.

Output Class 1: Public School Education	2025-26 Target	Pro-rata half yearly Target	2025-26 Half-Year Result	Percentage variance from the target	Explanation of material variance (±5% or higher)
Accountability Indicators					
Early Childhood Education					
a. Number of enrolments in preschool in public schools ^a	4,265	N/A	4,045	(5.2%)	Note 1
b. Number of enrolments of Aboriginal and Torres Strait Islander students in preschool in public schools ^a	275	N/A	360	30.9%	Note 2
School Participation					
a. Attendance rate of public school students in year 1 to year 10	92%	N/A	89%	(3.3%)	-
Education and Care Services					
a. Assessment and ratings completed within legislated timeframes	100%	N/A	97%	(3.0%)	-
b. Annual compliance audit is delivered in full ^b	100%	50%	51%	1.0%	-
Disability Education					
a. Individual Learning Plans completed for students in special and mainstream schools who access special education services	100%	N/A	Result measured in second half of the financial year.		Note 3
Senior Secondary Education					
a. Percentage of all year 10 students in public schools who proceed to public secondary college education	92%	N/A	Result measured in second half of the financial year.		Note 4
b. Percentage of year 10 Aboriginal and Torres Strait Islander students in public schools who proceed to public secondary college education	92%	N/A	Result measured in second half of the financial year.		Note 4
c. Percentage of all year 10 students in public schools who proceed to year 12 at a public senior secondary college ^c	85%	N/A	Result measured in second half of the financial year.		Note 4
d. Percentage of year 10 Aboriginal and Torres Strait Islander students in public schools who proceed to year 12 at a public senior secondary college ^c	85%	N/A	Result measured in second half of the financial year		Note 4
e. Percentage of year 12 students in public schools who received an ACT Senior Secondary Certificate ^d	90%	N/A	89%	(1.1%)	-
f. Percentage of year 12 Aboriginal and Torres Strait Islander students in public schools who received an ACT Senior Secondary Certificate ^d	90%	N/A	67%	(25.6%)	Note 5
Average Cost (\$) Per Student Per Annum in Public Schools ^b :					
a. Preschool	11,123	5,562	6,692	20.3%	Note 6
b. Primary school	23,932	11,966	12,248	2.3%	
c. High school	25,853	12,927	13,536	4.7%	
d. Secondary college	26,313	13,157	13,218	0.4%	
e. Special school	99,292	49,646	49,549	(0.2%)	
f. Mainstream School student with a disability	36,528	18,264	18,209	(0.3%)	

Notes to indicator description

- The indicator data should be considered a projection as preschool is not compulsory and is subject to parental choice. The indicator data is also impacted by birth rates, immigration and capacity in the non-government sector, which can all significantly impact enrolment data between census collections in February and August.
- The variance for these indicators has been calculated based on a pro-rata half-yearly target.
- This indicator is to provide a measure of improving the secondary education in ACT schools. It provides information on the successful transition of students from year 10 to year 12.
- This indicator is to provide a measure of improving secondary education in ACT schools. It provides information on the proportion of year 12 students who attained an ACT Senior Secondary Certificate.

Notes to variances

1. The result is dependent on the number of preschool age children residing in the ACT in 2025. This outcome is largely dependent on and correlated with the number of births that occurred 4 to 5 years before enrolment, noting changes in migration of families in and out of the ACT over the subsequent period is also a contributing factor. Most preschoolers enrolled in 2025 were born in 2020. ACT recorded 152 less births in 2020 (5,368) compared to 2019 (5,520). This would have contributed to lower preschool enrolments in 2025 compared to the current target, which is based on the 2024 outcome (4,183) and an ACT specific population growth factor.
2. The result exceeded the target by 85 students, indicating strong performance against expectations. The sustained high level of enrolment suggests that the continued implementation of the Set up for Success: ACT Early Childhood Strategy is contributing to positive outcomes for Aboriginal and Torres Strait Islander children.
3. The result is not measured in the half-yearly Statement of Performance, as the Individual Learning Plans audit is conducted in term 2 of the school year, and is therefore reported in the end-of-year Statement of Performance.
4. The result is not measured in the half-yearly Statement of Performance, as data from the February census is required, and is not available at the time of preparing the half-yearly Statement of Performance. Results for this indicator are reported in the end-of-year Statement of Performance.
5. Only those students who have chosen to affirmatively identify their Aboriginal or Torres Strait Islander status are included in the numerator. Small cohort numbers can also be significantly more statistically volatile than large cohorts and may therefore have greater percentage variances due to changes in circumstance. This result should therefore be interpreted with care and contextual understanding.

A total of 137 Aboriginal and Torres Strait Islander students were enrolled in year 12 in ACT public schools at the February 2025 census (including Older O and O2), and 92 students received an ACT Senior Secondary Certificate leading to the 67% completion rate.

6. Primarily due to one of transitional payments associated with the Commonwealth Preschool Reform Agreement – Preschool Outcomes Measures.

Output Class 2: Non-Government Education

Description

Output 2.1: Non-Government Education

The Directorate contributes to the maintenance of standards in non-government schools and home education through registration and the BSSS accreditation and certification of senior secondary courses. The Directorate also undertakes the administration and payment of Commonwealth and ACT Government grants.

In addition to the funds provided by the Directorate in Output Class 2, both the ACT and Commonwealth Governments provide funding to non-government schools through the Territorial appropriation.

Output Class 2: Non-Government Education	2025-26 Target	Pro-rata half yearly Target	2025-26 Half-Year Result	Percentage variance from the target ^a	Explanation of material variance (±5% or higher)
Cost (\$'000) ^a	6,594	3,297	3,539	7.3%	Note 1
Controlled Recurrent Payments (\$'000) ^a	6,022	3,011	3,224	7.0%	Note 1
Accountability Indicators					
a. Grants paid within the required period of receiving funds from the Commonwealth Government	100%	N/A	100%	0%	-
b. Notification of outcome of home education registration application within legislated timeframe ^b	100%	N/A	102%	2.0%	-

Notes to indicator description

- The variance for these indicators has been calculated based on a pro-rata half-yearly target.
- This indicator came into effect in 2021-22 and reports the Education Directorate's compliance with Section 131(7) of the *Education Act 2004*, which requires the Director-General to notify parents of a home education registration decision no later than 28 days after a complete application has been received.

Notes to variances

- Primarily due to one of transitional payments associated with the Commonwealth Preschool Reform Agreement – Preschool Outcomes Measures.